

The correlation between students' perception of driving suggestopedia principles and students' vocabulary mastery

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ABSTRACT

The objective of this research was to investigate whether there is any significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery. The population of this research was the first- and second-year students of SMP N 7 Metro in the academic year of 2021/2022. There are 60 students who were selected as research samples by using purposive sampling technique. The research instrument was a questionnaire and vocabulary mastery test. This research applied the correlation study of ex facto design in which the results were analyzed by using SPSS. The result showed that there is any significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery since the coefficient correlation is 0.618 at the significant level of 0.01 and the coefficient correlation was higher than the critical value of r table ($0.618 > 0.325$). It means that the null hypothesis was rejected and the research hypothesis was accepted. It could be concluded that the principles of suggestopedia in teaching vocabulary can accelerate students' memorization ability, make students enjoy and relax in teaching based on suggestopedia principles.

Keywords: *Suggestopedia, Perception, Vocabulary*

I. INTRODUCTION

People need to master English because English is an international language. English is used widely as a *lingua franca* (language or dialect systematically used to make communication possible between groups of people who do not share a native language or dialect) for purposes of commerce and science, because English has virtually achieved the status of a world language (Blake, 1996). It is important for us to learn the English language to face this era, where technology and science take an important role in our life. Therefore, students need to learn and master the English language.

Students need to master vocabulary because those skills need a wide vocabulary acquisition. Vocabulary is an essential component of language ability and it lays most of the foundation for students' speaking, listening, and writing skills (Richards & Renandya, 2002). According to Stahl and Nagy (2006), our vocabulary knowledge includes all the words we know and is used in listening and speaking, as well as reading and writing (Nowbakht, 2015). Edge (1993) says that it is important to master many words in foreign language (Istiqomah, 2020). As cited in (Thornbury, 2002) David Wilkins assumes that without grammar, little can be said, without vocabulary nothing can be said. So, the acquisition of vocabulary is an important part of learning language and it is the main aspect of mastery English language.

There are a lot of methods that can be used in teaching vocabulary. Suggestopedia is one of the alternatives that may be applied. Brown said that "suggestopedia was a method that was derived from Bulgarian psychologist Georgi Lazanov's (1979) contention that the human brain could process great

quantities of material if given the right conditions for learning, which are state of relaxation and giving over of control to the teacher” (Brown, 2007). By using the suggestopedia method in teaching makes students conditioned to more relax and focus, so it leads them in good condition and ready to receive new materials. As cited in Richards and Rodges (2001) Lozanov claims that when the students learning by using suggestopedia their memorization will be 25 times faster than when using the conventional method (Setiyadi, 2006).

From the explanation above the researcher concludes that in improving students’ vocabulary mastery and get students’ interest in learning vocabulary, teacher needs a method with the principles of learning that can improve students’ vocabulary mastery and get students interest in learning vocabulary. The aim of teaching based on suggestopedia principles is to speed up the learning process (Rustipa, 2011). Setiyadi (2006) explains three principles of Suggestopedia. One of the principles of suggestopedia that can be implemented in teaching vocabulary is people learn either consciously or unconsciously or both, either rationally or irrationally or both. Furthermore, using classroom management, decoration of the classroom, soft music, games, listening to the teacher’s story is helpful for students to create their imagination, relaxation and make a learning process cheerful so it helps students to improve their vocabulary mastery and get their interest in learning English.

This research was needed to find out whether there is any significant correlation between students’ perception toward suggestopedia principles and students’ vocabulary mastery. The result of this research was expected to prove that there is a correlation between the students’ perception of suggestopedia principles in learning English and students’ vocabulary.

II. METHODS

This research applied descriptive research using Ex facto design to find out students’ perception toward suggestopedia principles and students’ vocabulary mastery. The research took two classes through a purposive sampling technique as the sample of this research. The classes were 30 students of seventh-grade and 30 students of eighth-grade. The instrument of this research was a questionnaire and vocabulary mastery test. This research used four-point Likert scale questionnaire; 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree.

III. RESULTS AND DISCUSSION

Results

To find out students’ perception of suggestopedia principles, the data collected by administering the questionnaire. There are 19 items of questionnaire with four alternatives option (strongly agree, agree, disagree, and strongly agree). The questionnaire given to the students had been translated into Indonesian in order to facilitate the students in understanding the questionnaire. The descriptive statistics of the students’ perception of suggestopedia principle as follows:

Table 1. Descriptive Statistics of Students' Perception of Suggestopedia Principles

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Suggestopedia	60	42.11	93.42	71.4248	13.34203
Valid N (listwise)	60				

In addition, the vocabulary mastery test which was tested to the sample classes comprised of 40 items. This test required 45 minutes to be answered. The questions were about classification word classes or part of speech such as noun, verb, adjective and adverb. The vocabulary test was according to their grade and what they have in learning English. The descriptive statistics of the students' vocabulary mastery test as follows:

Table 2. Descriptive Statistics of Students' Vocabulary Mastery

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	60	32.50	87.50	61.2083	15.26941
Valid N (listwise)	60				

Table 3. Score of Each Part of Speech of Vocabulary Mastery Test

No	Vocabulary Aspect	Score
1	Noun	58
2	Verb	68
3	Adjective	55
4	Adverb	64

Based on Table 3, it can be seen that the score of noun is 58, the score of verb is 68, the score of adjective is 55, and the score of adverb is 64. It can be said that verb got the higher score and adjective got the lowest score. On the other words, the result of the test could reflect the accurate and consistent vocabulary of the subject.

Furthermore, in order to find out whether there is a significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery, the correlation was analyzed by using Pearson Product Moment Correlation on SPSS version 22.0. From the result of calculation, it

was found out that the coefficient correlation between students' perception of suggestopedia principles and their vocabulary mastery was 0.618 at the significant level of 0.01. The coefficient correlation was higher than the critical value of r table ($0.618 > 0.325$).

Table 4. The Value between Students' Suggestopedia Principles and Vocabulary Mastery

		Suggestopedia	Vocabulary
Suggestopedia	Pearson Correlation	1	.618**
	Sig. (2-tailed)		.001
	N	60	60
Vocabulary	Pearson Correlation	.618**	1
	Sig. (2-tailed)	.001	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

The result of this research shows that there was positive correlation between students' perception of suggestopedia principles and their vocabulary mastery with coefficient correlation 0.618.

Discussions

This research aimed to find out whether there is a significant correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery which was conducted at SMPN 7 Metro. There are 60 students of seventh and eighth-grade who participated in filling out the questionnaire and the vocabulary mastery test. The researcher made the questionnaire and the vocabulary test in the form of a Google Form.

In conducting this research, the researcher computed and analyzed the data by using SPSS 22.0 to find out the correlation. From the result of calculation, it was found out that the coefficient correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery was 0.618 at the significant level of 0.01. The coefficient correlation was higher than the critical value of r table ($0.618 > 0.325$), it means that the null hypothesis was rejected and the research hypothesis was accepted. In addition, most of the students gave positive responses to the suggestopedia principles' questionnaire. It can be said that there is a significant correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery.

Based on the explanation above, it can be concluded that there is a significant correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery. The results get positive perception because the principles of suggestopedia in teaching vocabulary also can

accelerate students' memorization ability. Suggestopedia can make the students memorize a lot of vocabulary unconsciously, it is because the students enjoy and relax in learning vocabulary. Also, the principles of suggestopedia bring a good effect for students' behavior because the principles of suggestopedia help teacher to create a good atmosphere to the teaching and learning process.

Furthermore, positive perceptions can affect student achievement because achievement can be achieved by building learning habits. To build student learning habits, appropriate learning strategies are needed to make students feel comfortable and enjoy in the learning process. Learning using the proper strategies by applying certain learning methods or principles, it can build students' perceptions that the strategy can help them improve their achievement. In this study, the researcher was able to correlate students' perceptions of the suggestopedia principle with students' vocabulary skills.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the discussion of the research findings, the researcher comes to the following conclusions: there is a significant correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery at the first and second-year students in the academic year of 2021/2022 of SMPN 7 Metro. It can be seen from the coefficient correlation between students' perception of driving suggestopedia principles and their vocabulary mastery was 0.618 at the significant level of 0.01. The coefficient correlation was higher than the critical value of r table ($0.618 > 0.325$), it means that the null hypothesis was rejected and the research hypothesis was accepted. It can be concluded that the principles of suggestopedia in teaching vocabulary can accelerate students' memorization ability, make students enjoy and relax in teaching based on suggestopedia principles. Suggestopedia can make the students memorize a lot of vocabulary unconsciously and can make the students learn willingly because the learning ambiance when they taught by using the principles of suggestopedia affect their feeling and help them to decrease their filter or mental block. When the students enjoy and relax in learning process, the students feel more confident so they can follow the learning process actively and it makes the learning process optimally.

Furthermore, positive perceptions can affect student achievement because achievement can be achieved by building learning habits. To build student learning habits, appropriate learning strategies are needed to make students feel comfortable and enjoy in the learning process. Learning using the proper strategies by applying certain learning methods or principles, it can build students' perceptions that the strategy can help them improve their achievement. In this study, the researcher was able to correlate students' perceptions of the suggestopedia principle with students' vocabulary skills.

Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions to the English teacher and further researcher. First, it is suggested to the further researcher to include another proper method of data collection such as interview to make the result of the data more

informative. Second, to get a complete finding, further researcher can interview teacher or lecturer instead of focusing on students only. Third, it is suggested to increase the population, the new research paper should include a variety of schools or faculties in higher education institutes. Fourth, it is suggested to the teacher using suggestopedia principles in learning activities to enhance students' vocabulary mastery. Fifth, in this study, the researcher did not discuss further about learning strategies. Therefore, it is suggested to the next researcher to do further research on learning strategies.

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